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ABSTRACT

This document describes an exploratory study done with the purpose of finalizing a formative evaluation instrument for an educational television pilot program for the series "Ziki Zikombot," which is designed to teach basic scientific concepts to children 3- to 7-years-old. For the purposes of the study, it was hypothesized that the more attractive, comprehensible, and acceptable the pilot program, the greater the potential effectiveness of the television series. Data on the viewing behaviors and reactions of four groups of nursery and primary school children were collected via observation during viewing and post-viewing discussions of the program. The findings of the study are tabulated in a series of five tables by age group, and the following findings and conclusions are discussed: (1) the program is attractive and entertaining to children; (2) it would be more effective for both teaching and entertaining to narrow the target audience to one age group, either three to five, or five to seven, years old; (3) the producer should have contact with his target audience in order to obtain feedback; (4) learning can be enhanced by intentionally identifying concepts and deliberately repeating them using visuals and sounds; (5) program side issues and concepts should be examined and assessed by experts for the specific age groups involved; (6) formative evaluation should be carried out for both the contents and the script; and (7) attention should be drawn to the structure of this research. An executive report on the project and a verbatim transcription of a tape of discussions with the children are included. (CGD)

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EXECUTIVE REPORT, EXPLORATORY STUDY FOR THE FORMATIVE EVALUATION OF THE ETV PROGRAMME "ZIKI ZIKOMBOT"

BY

ALIZA DUBY

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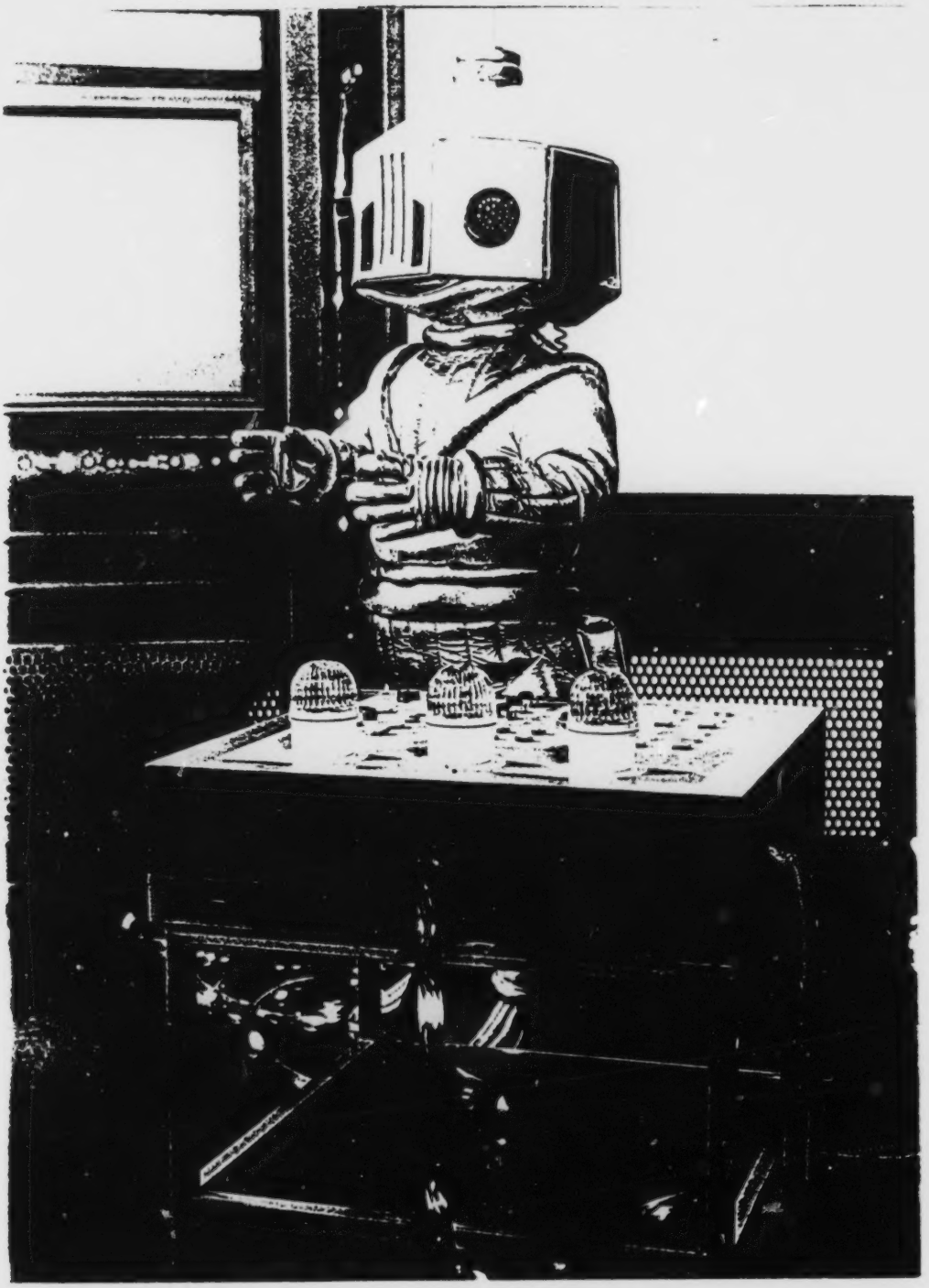
EXECUTIVE REPORT.

Exploratory study for the formative evaluation of the ETV programme "Ziki Zikombot" conducted at King David Nursery and Primary Schools on 4th September 1985.



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1. RESULTS.

1.1 Group One.

Twelve children (n=12) 3 - 4 years old.

Previewing:

This group knew what round and square are; some of them knew that the earth is round; they did not know what the sun is made of ("yellow", "red"); and they were not asked what the moon is made of. They knew that the sun and moon are outside of the earth, in the sky.

Observation:

When the robot appeared for the first time, the children became very excited and this excitement remained as long as the robot was on the screen, and arose whenever he appeared. The space-ship and electronic gimmicks also prompted excitement.

The space set seemed to be very attractive and the robot pressing electronic buttons also kept up the high level of excitement.

When the professor first appeared on the screen the children seemed to lose interest. Their interest rose again when the child-actors joined the professor.

The children gave their full attention to and laughed happily during the final appearance of the robot and the logo.

Post-viewing:

Most of the children liked the robot best. One little girl was very excited and answered, puzzlingly, that she liked his ugly face and his ugly appearance. There were neither negative nor positive reactions to the professor. When asked what they thought the moon was made of they replied "glass".

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1.2 Group Two.

(n = 20) 4 - 5 years old.

Previewing:

The children said that round was like a circle and pointed out buttons, the walls around them, knees, and a circle shape on the TV screen. They knew what square is, pointing out the ceiling, the TV set, some square things on the TV screen. They also knew what a triangle is. When asked to countdown from 10 - 1, very few could actually do it.

Observation:

The children's attention was at a maximum level right at the beginning, but it started to fade when Delia said "let's go to space" and dropped even further when she said " we'll see Professor Galaxy". The children's attention increased when all the flashing lights and other electronic gadgets of the space set were on the screen. They liked the space-set and the movement through space. Their attention dropped again when the professor explained about the galaxy and climbed when the child-actors talked. They lost concentration when the telescope was used (EBE materials) but maximum attention was gained when the child actors demonstrated the movement of the moon and the earth. Their attention was kept on the highest level whenever the robot and the space-set appeared on the screen. The children were still sitting watching the screen when the logo was shown.

Post-viewing:

The children said they liked the big round ball with the stars; space and the space rocket; everything; and the robot. They said that they liked the robot's voice. They knew what the sun is made of but gave the wrong answer when asked what the moon is made of. When asked what they liked most they said the girl, the robot, the round circle on the floor, and the logo. When asked if they liked "Harry's House" they answered yes enthusistically.

1.3 Group Three.

(n = 26) 5 - 6 years old.

Previewing:

The children knew what round, square and triangle are. They knew also the shapes of the sun, moon and earth. Although they knew what the sun is made of, they thought the moon is made of "water, ice". One child mentioned that the earth "goes around the sun and goes to the sea".

Observation:

The children seemed to be bored when the professor talked but seemed to be very interested when the robot appeared.

This group of children was more active than the others during the viewing and joined in with the singing and laughed loudly and happily when the child asked if the moon is made of smelly cheese. Actually they laughed so long that they could not hear the correct answer.

Beyond that, little attention was given to the professor and full attention to the children, and when the robot and logo appeared and reappeared.

Post-viewing:

The children were obviously amused by the child asking if the moon is made of smelly cheese because a few of them mentioned this when asked what they most liked about the programme. They also liked the robot, the spaceship, the space station and the "spaceman". When asked what they didn't like they mentioned the man with the beard; the robot; and when they took off. They said they thought a professor is a man who can see the earth, the boss of things. They knew what the sun is made of, but did not know what the moon is made of. They would recommend this programme to people their age, and to people younger. Their favourtite programmes were Michael Knight, Airwolf, Knightrider. When asked if they watched "Harry's House" they replied yes enthusiastically.

Teacher:

The teacher suggested that the adults should have played real tennis when they said they were going to. She believed the target group should be 5 - 6 - 7, with the emphasis on 5 - 6½.

1.4 Group Four.

(n = 19) 6 - 7 years old.

Previewing:

All of the children watch TV and their favourite programmes are the A Team, Michael Knight, and Three's Company. They knew the shape of the earth, and what the sun and moon are made of.

Observation:

They were very excited about the robot (100% attention) and gave full attention to the professor. They laughed when the child asked if the moon is made of smelly cheese. The appearance of the child-actors always drew their attention. The space set and electronic gimmicks did not attract attention.

Post-viewing.

They seemed to like best the robot, when they could see the real sun and moon, when they travelled in space, when the children played with the sun and moon, and the professor. They knew that a professor is like a teacher. Half of them liked and half disliked the robot's voice. ("it was too echoey") They didn't find the repetition of the robot's sound irritating. They thought the programme was aimed at children their age and that younger children would not understand it.

Teacher:

The teacher thought the target group should be 6 - 7.

2. DISCUSSION

Each age group has it's own approach to the issues which were examined.

Legend

Group I : 3 - 4 years old
Group II: 4 - 5 years old
Group III: 5 - 6 years old
Group IV: 6 - 7 Years old.

Rating: very much (attracted)
fair
weak
ignored
did not like

Table 1 demonstrates to what extent the children were attracted to the characters.

Table 1 Level of the viewers' attraction to the characters.

Characters	Group I	Group II	Group III	Group IV
robot	very much	very much	very much	very much
children	very much	very much	very much	very much
professor	weak	weak	weak	very much
Delia	ignored	weak	weak	ignored
Keith	ignored	weak	ignored	ignored

The data reveals that all the children were attracted by the robot and the child-actors. They gave full attention to them whenever they appeared on the screen and also expressed affection for them. The children's attention was drawn to the sound the robot made and they were not irritated by it.

The children's attitude to the professor was not the same across the board. Those aged 3 - 6 were not attracted to the professor, but the oldest group showed an interest in him. The two adult actors, Delia and Keith did not draw any significant attention, although no hostile reaction was recorded.

The children's reactions to some of the other visuals were also monitored. Table 2 demonstrates to what extent the children were attracted to some of the images in the programme.

Table 2 Viewers' reaction to the images.

Images	I	II	III	IV
space set	very much	very much	very much	weak - ignored
electronic gimmicks	very much	very much	fair	fair
EBE Material	fair	weak	fair	very much
Logo	very much	very much	very much	weak

The space set: was very attractive to the young children (3 - 6) but unimportant to the older group (6 - 7)
The electronic gimmicks: were very attractive to the very young children (3 - 5) and fairly attractive to the others.
EBE Material: The oldest group (6 - 7) showed great interest in watching the "real" material but it was not attractive to the other groups.
Logo: Although the group aged 6 - 7 did not pay much attention to the logo the three younger groups were very interested and carried on watching the screen as long as the logo was shown.

Knowledge and Comprehension

Prior to the viewing, the children were tested on some relevant material (relevant to this episode and to following episodes of the programme).

After the viewing the children were examined to see if they understood some information which the episode attempted to convey. The data which was collected is demonstrated in Tables 3 and 4.

Table 3 The children's knowledge prior to the viewing.

Legend: ++ (know) + (some know) 0 (did not know) - (not asked)

	Question	I	II	III	IV
1	what is round	++	++	++	-
2	what is square	++	++	++	-
a	earth's shape	+	++	++	-
b	sun made of	0	++	++	++
c	moon made of	-	-	0	++

Data collected during the viewing discussion is presented in Table 4. Because the eldest children knew the correct answers to the following questions before viewing it was felt that there was little point asking them the same questions after the viewing.

Table 4 The children's knowledge post viewing

Question	I	II	III
a The earth's shape	++	++	-
b What is the moon made of	0	0	0
c What is the sun made of	0	++	++

In Table 5 the data is set out to reflect the answer to the question: "Who has learnt from this programme?"

Table 5 Who learnt from the programme?

Question	I	II	III	IV
what is round	no	no	no	no
what is square	no	no	no	no
earth's shape	yes	yes?	no	no
moon made of	could	could	could	no
sun made of	could	no	no	no

3. CONCLUSIONS AND RECOMMENDATIONS

Our hypothesis for this study is that:
The more attractive, comprehensible and acceptable the pilot programme the greater the potential effectivness of the series

The overall impression is that the programme is attractive and accepted across characters sets and content. Nevertheless, our main recommendations for improvement concern the comprehension aspect.

Targeting

The programme as it stands is attractive and entertaining to children aged 3-7. The sets, acting, sound and visual effects were very well accepted by the 3-5 year olds. The professor, scientific visuals and verbal information were well accepted by those aged 5-7. It would seem that by narrowing down the target audience to age groups 3-5 or 5-7 one can be more effective probably in both teaching and entertaining.

Producers

The involvement of the Producer in an experiment which gives him contact with his target audience provides him with a good opportunity to "put his finger on the pulse".

Production Techniques

The robot's sound : Although the robot's sound was accepted by the children it would be worthwhile to research whether they could actually hear what he says. Further research on the voice should determine whether the children can remember the words the robot used.

Repetition amd Reinforcement of concepts : Concepts like "round" and the fact that the sun is made of fire were emphasized by verbal repetition and visual reinforcement and were well known by the children after viewing. That was not the case with regard to what the moon is made of.
Research literature has already shown that learning can be ensured by intentionally identifying concepts and deliberately repeating them using visuals and sound (Rydin, 1973)

Experts

There is no doubt that a subject specialist must be involved in the planning, writing and post-viewing of the programme before it is broadcast. The data reveals that :

a) Side issues must also be examined by experts. For example, if a tennis game is mentioned one must find out if the demonstration of the game is accurate, or, the use of terms and word should be examined.

b) When dealing with a programme aimed at pre-school children, the attention of a specialist for this age group must be drawn to each of the concepts in the programme. He must assess, for example, whether it is too abstract for the age group or if there is an actual learning need in the identified target audience for the material.

indented start with b).

Since it seems that the production issues of this pilot programme are very well accepted and liked by the target audience, it is strongly recommended that for the subsequent programmes concentration is given to the formative evaluation of the contents and the script. The evaluation should be conducted by a qualified researcher, that will consult with the guidance of the subject specialists and the child psychologist.

Since this is an exploratory research with the aim of finalizing the instrument for formative-evaluation, attention should be drawn to the structure of this research :

indent a) Teachers are a great help when the interpretation of feed-back from their children is needed. It seems that teachers have high potential in predicting their pupil's reactions. When one has to conduct a quick formative evaluation study aimed at school children the teachers could be used as a reliable source of information

b) If a programme is to be developed for the general public aged 3-4, it is recommended that a survey be conducted to establish that knowledge and other cognitive qualities.
(It is risky to apply the information from the select group of children already interviewed to the whole spectrum of children of that age).

c) For validity and also in order to cover the whole section of South African population group, it is recommended that the experiment be repeated with

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20-30 children using the technique of structured interviews of individuals.

The Researcher wishes to use this opportunity to thank the following:
Dr P.J.van Zyl - Head of Educational Programmes RTV 1 for identifying the need to research ETV programmes in their early stage of development.
Margaret Landers - Manager English ETV programmes for her open, enthusiastic help during the research
Louise Smit - Producer - for her enthusiastic help in the planning of the research.
King David Nursery and Primary - for their co-operation and warm hospitality.
Last but not least to Gail MacLellan who not only helped with the interviewing of the children but was also involved in the planning of the experiment and the interpretation of the results.

Aliza Duby

Project Leader:Evaluation

EXECUTIVE ~~FORMATIVE EVALUATION~~ REPORT

ON ETV PROGRAMME "ZIKI ZOKOMBOT"

CONDUCTED AT KING DAVID NURSERY AND KING DAVID PRIMARY SCHOOLS - ON

4th SEPTEMBER 1985

1. PROCEDURES

1.1 Planning Procedures

1.1.1 Meetings with Researcher (Aliza Duby) and Manager (Margaret Landers) conducted on 22.8.85, 23.8.85 and 2.9.85

1.1.1.1 The manager identified the objectives of the programme
- to teach shapes. In this episode what "round" is
- to promote awareness of the shapes and things in the child's environment eg. the earth, sun and moon

1.1.1.2 The manager discussed the possible target audiences; 5-7 or 4-6

1.1.1.3 The manager especially wanted the characters to be researched to ascertain which characters were liked - with special attention to the professor and the robot. She also wanted to know whether the language used is comprehensible.

1.1.1.4 Organisation was discussed. It was decided that the experiment would take place in private schools. The first experiment, to be organised by the Researcher, to take place at King David.

1.1.1.5 Telephone conversation between Producer (Louise Smit) and Researcher.
The producer showed great interest in the research as she was keen to know if children like the programme. She would also like to know how the programme could be improved. She agreed to provide video tapes as required.

1.1.1.6 Meeting between Researcher, Head of Department and Manager

1.1.2 Meetings with Researcher-Producer (Gail MacLellan)

1.1.2.1 28.8.85 Meeting with Head, Researcher and Producer.

Because of the advisability of having an extra objective person to conduct the interview with children and the need to use a person who knows:

- how to communicate with the target audience
- the research and production techniques
- the need to remain objective, Dr van Zyl suggested the involvement of Gail MacLellan

1.1.3 Meetings, Researcher and Researcher-Producer 28.9.85, 2.9.85 and 3.9.85

1.1.3.1 At the first meeting the idea of a pilot programme was discussed and it was decided that the questions should be taken out into the field as soon as possible in order to give the producer the feedback before the series was begun. A list of tentative questions based on the objectives was created.

1.1.3.2 Due to the fact that the first 4 programmes had already been produced, the objective of the pilot study became the improvement of subsequent series of "Ziki Zikombat".

1.1.3.3 Two meetings then followed during which a list of pre-test, content and post-test questions was compiled.

1.1.4 Head and Researcher 4.9.85

A brief overall report on the first exploratory research was given. The conclusions were discussed. It was decided that the number of questions must be reduced. The Researcher mentioned how useful it would be to involve the producer of the programme for the sake of the producer's getting to know the target audience. The Head enquired about the organisation of the experiment and was satisfied with the answers. It was decided that research activities would be initiated and controlled by the Manager and that any further meetings between the Researcher and Manager must be attended by Mr Louis Breytenbach.

/3...

1.2 EXPERIMENT PROCEDURES

N.B. (The researchers are aware of the fact that testing the programme with each child individually is possibly a better testing situation because the main object was to finalize the experimental instrument)

1.2.1 The experiment took place at King David Primary's media centre and involved children from both the Nursery and the Primary schools. The Researcher-producer operated the TV equipment and kept verbal contact with the children while the Researcher observed, tape recorded and kept notes on the responses.

1.2.2 The children arrived in the following order:

a 4-5
b 6-7
c 3-4
d 5-6

and were brought to the room by their teachers who attended the experiment but were asked not to interrupt.

1.2.3 The children were welcomed by the SABC Researchers and asked if they would help assess the qualities of the programme they were about to see. In all cases the children were willing and the teachers co-operative.

1.2.4 A pre-test was then given (see appendix ü) which differed from age group to age group. For example, when it was established that the first group of children (4-5) knew very well what round, square and triangular meant it was assumed that the 5-6- and 6-7 groups would also know.

1.2.5 The programme was then shown uninterrupted, to the children

1.2.6 After the programme the children were asked several questions

1.2.7 The children and teachers were thanked

1.2.8 The teachers were then asked for their responses in order for them to interpret the childrens responses

oooOðoo

APPENDIX 2

VERBATIM TRANSCRIPTION OF TAPE.

Group 1 - 3 - 4

Pre-viewing

Q	How many of you watch TV?
A	Lots of times
A	I do (repeated by others)
Q	What is round
A	A circle (chorus)
Q	What is a circle
A	Like that (showing with hands)
Q	Show me things that are round
A	(They point out round things)
Q	What else have you got that is round?
A	I can write a round circle with a pencil
Q	What is square
A	A shape
Q	Does it look round
A	It looks like a door
Q	Do you agree with that?
A	Yes (chorus)
A	It looks like a house also
Q	Where is the moon?
A	Show me
Q	What is the sun made of ..
A	Red
A	Yellow

Post-viewing

Q Did you like the programme?

A It's nice

A I did (x2)

Q What did you like most about the programme

A I liked the big man who talks funny

Q Which one was he

A The little man who talks funny

Q Which is the big man who talks funny? What does he look like?

A All ugly things and he walked funny

Q How did he speak?

A (Silence)

Q What did you like best

A The little man

Q Did you like the man .....

A Yes

Q With the beard who was telling the children things

A Yes (one or two)

Q What did you like? The way he dressed? How he spoke to the children?

A (No answer)

Q Did you think what the man said was right? If you think he was right put your hand up

A (One or two hands)

Q Did you like the two adults at the beginning

A Yes (chorus)

Q And the children? Did you like them?

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A Playing ball

Q Did you like that

A Yes (slow, disinterested chorus)

Q What shape is the earth

A A circle

A A star

Q What is the moon made of

A Glass

Group Two - 4 - 5

Recorded Comments on programme (post viewing)

Q What did you like about the programme?

A I liked the big round ball - one with the stars on it. (many of them replied this).

A I liked the space rocktet

Q What didn't you like about the programme?

A I liked the round ball with the stars (several agreements)

Q Is there anything that you didn't like?

A No

Q Did you like Ziki

A (No reply)

Q Who was Ziki anyway?

A The little girl

A With the magic ball

Q Do you all agree that that's who Ziki was?

A I liked the robot and the space rocket

Q What was the robot's name?

A Ziki

Q What did you like about Ziki?

A (No reply)

Q Did you like Ziki's voice?

A Yes

Q Could you hear what Ziki said?

A Yes (from some) No (from some)

Q Who did they go and visit when they went away in the space rocket?

A Ziki (from one, then others)

Group Two - 4 - 5

Recorded Comments on programme (post viewing)

Q What did you like about the programme?

A I liked the big round ball - one with the stars on it. (many of them replied this).

A I liked the space rocktet

Q What didn't you like about the programme?

A I liked the round ball with the stars (several agreements)

Q Is there anything that you didn't like?

A No

Q Did you like Ziki

A (No reply)

Q Who was Ziki anyway?

A The little girl

A With the magic ball

Q Do you all agree that that's who Ziki was?

A I liked the robot and the space rocket

Q What was the robot's name?

A Ziki

Q What did you like about Ziki?

A (No reply)

Q Did you like Ziki's voice?

A Yes

Q Could you hear what Ziki said?

A Yes (from some) No (from some)

Q Who did they go and visit when they went away in the space rocket?

A Ziki (from one, then others)

A The man

Q Did you like that man, the man with the beard?

A Yes

Q Did you like him?

A Yes

Q What did you like about him?

Was he a nice man?

A Yes

Q Why didn't you (pointing to specific child) like him? You didn't like him, did you?

A No

Q Why was that

A (No reply)

Q What is the sun made of?

A Fire

Q And the moon

A It's Blue

Q And what's it made of?

A Smellycheese

A Fire

Q Where are the people in the programme, do you know?

A In the playground

Q Were they anywhere else?

A In a house

Q Did you like the children?

A (No reply)

Q Which did you like best?

A The girls (from a few girls in the front)

A I liked Ziki (a boy)

Q Is there anything else you'd like to say about the programme

A Yes

Q What?

A I liked the white circle on the floor (one boy)

A I liked the white circle on that TV (another boy indicating test pattern)

A I liked the rainbow

A I liked the rainbow (chorus)

Q What kind of programmes do you watch

A Postman Pat

A Postman Pat (chorus)

A Tom and Jerry

Q Do you watch Harry's House

A Yes (Chorus)

Q Tell me about Harry's House

A (Much noise)

Group 3 - 5 - 6

(First part of interview missing)

Q What did you like

A Ziki

A The spaceship

A I liked the whole thing

A I liked it when they saw the space moon

Q Which one was the spaceman?

A Ziki

A Ziki

Q Which one was Ziki? The man with the beard or the man in the grey suit

A The man with the beard (X2)

Q Which person did you like best

A The robot (X2)

A When that boy said is the moon made out of smelly cheese

A I liked the rainbow

Q What didn't you like?

A I didn't like the rocket

A I didn't like the man with the grey suit

A I didn't like the man with the beard

A I didn't like robot

A Didn't like the balls

A I didn't like when they were playing with the balls

A I didn't like when they were taking off

Q Where did they go?

A Space

A Out of the earth

Q Who did they go and visit

A Ziki

Q Who's Ziki

A The robot

Q Who was the man with the beard?

A The professor (one boy)

Q What's a professor?

A The one driving the rocket

A The magic man

Q A magic man. Is that right?

A No (chorus)

A A clever man

A A man who can see the earth

Q What does a professor do

A He works

Post-test (continued)

Q You learnt that the moon is .... ?

A Round (chorus)

Q What is it made of

A Fire

A Water

A Ice

A Smelly cheese

Q Is the moon made of smelly cheese

A No (chorus)

Q What is it made of

A Wood

A Ice

Q What is the sun made of

A Fire (chorus)

Q Do you all think it's made of fire

A Yes (chorus) No (one boy)

Q What's it made of then?

A Liquid (same boy)

A Gas

A It's made of what comes out of the mountains

A Volcanoes

Q Did you like the children?

A Yes (chorus)

Q Which children did you like?

A Them all

Q Were they the same age as you?

A No (chorus)

Q How old were they?

A Smaller

A Older

A Dwarfs

Q Do you think this programme is for you, or younger or older

A Older

A Younger

A Like us

A Bigger people

A Younger

A Older people

A Everybody

Q Do you watch TV?

A Yes (chorus)

Q What are your favourite programmes

A Postman Pat

A A Team

A Airwolf

A Jack Tripper

A Three's Company

Q Do you like Harry's House

A Yes (chorus)

Group 4 - 6 - 7

Q How many of you watch TV?

A (All hands up)

Q Do you like TV?

A Yes (Chorus)

Q What are your favourite programmes?

A Airwolf

A Three's Company, Michael Knight and the A Team

A Michael Knight

A Three's Company

A All of them

Pre-Viewing

Q What shape is the earth

A Round

Q What is it made of

A Stones, sand

Q What is the sun made of?

A Heat

A Gas

A Fire

Q And the moon

A It's cold - it's icy

A Rocks

A Shiny rocks

A You need a rocket to get back to the moon if you jump up

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Q Did you like the programme

A Yes (chorus)

Q What did you like most about the programme?

A I liked it when they went to space and the robot and the sun when you looked at it

A I liked all of it

A I liked it when the children were playing

A I liked it when they were playing with the sun and the earth

Q What were they doing

A The earth was going round the sun and the moon was going round the earth

A I liked the professor

Q Who was the professor?

A The man who showed them the sun

Q What does a professor do?

A He shows you the moon and the sun

Q Is that all a professor does?

A He can show you things in a book
A He can give you information
A I liked the part where the boy asked about the smelly cheese

Q Did you like the professor?

A Yes (chorus)

Q What did you like about the professor?

A He looked nice and he's not too strict and when the boy asked about the smelly cheese he said "does it look like a smelly cheese man?"

A I liked him cause he's kind (x2)

Q Did you like the robot's voice?

A Yes (half) (No (half)

Q Why don't you like his voice

A I don't like it

A It was too echoey

Q What noise did he make?

A Beep beep etc

Q Did you like it?

A Yes

Q Who didn't like it because he went beep beep etc

A (Some hands up)

Q Do you think he looks nice?

A Yes (chorus)

Q Where did they go?

A They went in a space rocket to see how earth from high up on top of earth

Q Where were they doing that?

A In space

Q Where's space?

A Right up top

A In a space station

Q Do you think this programme is for you?

A It's for us and up to about 8 then from 8 to One

A It's for my brother

A Everybody

A Me and my little brother

Q Do you think people younger than you would understand this programme?

A No (noisy argument then with some who said yes)